



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Friday, September 21.**

Publisher Name/Book Title/Grade Level: Houghton Mifflin Harcourt/*Literacy by Design* 2013/ Grade 4

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Phonics	#12 Are students taught the strategy of chunking when trying to decode multisyllabic words?	<i>Literacy by Design</i> provides extensive multisyllabic word instruction in both whole class and small group instruction but does not explicitly teach the strategy of chunking.	Multisyllabic Word instruction: Comprehensive Teacher’s Guide: 8, 14, 16, 18, 24, 26, 28, 40, 46, 48, 50, 56, 58, 60, 64, 74, 80, 82, 222, 224, 226, 254, 256, 258, 272, 278, 280, 282, 288, 290, 292, 404, 410, 412, 414, 420, 422, 424, 436, 442, 444, 446, 486, 488, 490 Small Group Reading Teacher’s Guide: 1, 6, 11, 16, 21, 26, 31, 36, 56, 61, 81, 83, 91, 101, 111, 131, 136, 141, 156, 181, 186, 193, 221, 226, 246, 256, 261, 276, 296, 316 Comprehension Bridge Cards: 5



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